



4th Grade Lesson Plan #1 (Utah) *Settlers of Utah's "Dixie"*

Time: 50 minutes

Objective: Students will be able to identify how the different communities of southern Utah and the Arizona strip worked together to meet their economic needs during the early part of settlement.

Utah State Standard 2: Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

Objective 2: Describe ways that Utah has changed over time.

Objective 3: Investigate the development of the economy in Utah

Pipe Spring National Monument Theme 4: Pipe Spring is small, but significant part of a much larger landscape.

Materials: six sided rolling die (optional), reading handout, trading game pieces, game worksheet, and scissors

Procedures:

Opening/Introduction: Choose a student before the lesson to help you illustrate the supply and demand. Explain to the student what you will be doing beforehand so he/she knows that part that he/she will be playing. Tell the class that you are going to be demonstrating something and that you need a volunteer. Pick the student you have already chosen. Tell the class that this student is very hungry and that he/she needs food. Explain that you have an extra sandwich that you could give the student, but you can't just give it away. That sandwich was difficult to make! Ask the student to pay for the sandwich. Student will say that he/she doesn't have any money. Well, that's a problem. The student is hungry and has a need for the sandwich, but no money to give you in exchange. Ask the students what this student could do to get the sandwich. Someone should say the student could trade for the sandwich, but if not, suggest the student should trade his/her notebook or whatever and accept the offer. Explain to students that what they just witnessed was a basic function of economy called supply and demand. Put Economy, Supply, and Demand on the board and define them.

Economy-the way people try and meet their needs

Demand-people in need of a good or service

Supply-goods or services people need (10 minutes)

Today, we are going to learn about how the early Mormon settlers managed to survive and how they created Southern Utah's first economy. Have students read the short handout on early life in Utah and the early economy that existed. Students will answer the questions on the reading and will be ready to play the "Settlers of Utah's "Dixie" Game". (10 minutes)

Pipe Spring National Monument



Activity: Students will be divided up into 6 communities from early Utah history. Each of these communities specialized in making something that they exchanged with the others in order to get what their town needed. Have students read the game instructions and have them cut out the goods they have that they will be trading. Some goods are more “expensive” than others because of the difficulty to access them. Students will make at least three exchanges. Give students at least 15 minutes to make their trades. Once over, students will fill out the worksheet explaining why their community has what it needs to survive based on what they managed to trade. (30 minutes)

Conclusion: What did water and grasslands allow Pipe Spring to have? Cattle ranches!

Follow-up Activity: Have a leader from each group explain to the class what they have and why that means their community will continue to survive and flourish or will struggle. Explain to students that although the Mormon settlers tried to create a self-sufficient state, they were not always successful. Other factors, expense, poor harvests, etc. prevented the system from working as they had hoped. Once the railroad made it to the area, they were able to get goods more easily from other places. This period in time was tough and unique, and it’s important to remember that.



Thrive or Survive: Utah's Early Economy

The Mormon settlers who came to Utah knew that they would have many struggles once they settled on the land. Not only did they need to build houses, schools, and begin farming, but they also needed to find ways to supply their needs. They needed to build an **economy**. Economy is a word that describes how people try to meet their needs. They are in demand of certain supplies that another person might have, and they trade to get the supplies they need. In Utah in the 1800's, the settlers only had what they brought with them and had to build and create ways to get new things once those broke.

Shortly after Mormon settlers arrived in the Salt Lake Valley, Brigham Young, the territorial governor and spiritual leader, began to send people out to explore southern Utah. He was hoping that they would be able to find resources to help support the needs of the settlement, such as minerals, metals, and sunny, warm places to grow crops that could not grow in the northern parts of Utah. It was nicknamed the "Dixie Mission" due to his hopes to grow crops for Utah that were common in the American South. Soon new communities were established to make or grow certain things that were then traded or sold to other communities for other resources. In 1850, Parowan was founded to grow crops, Cedar City to produce iron, St. George to grow cotton for clothing, Santa Clara to grow fruit and almonds, Mount Trumbull to produce lumber for building, and Pipe Spring to produce butter and cheese. Many other communities were established in Utah for other reasons, but today we will focus on southern Utah. Also, many of these communities were established at different times and actually only



traded with one town or community, but for our game today, everyone will trade with each other.

Name: _____

Date: _____

Thrive or Survive Reading Questions

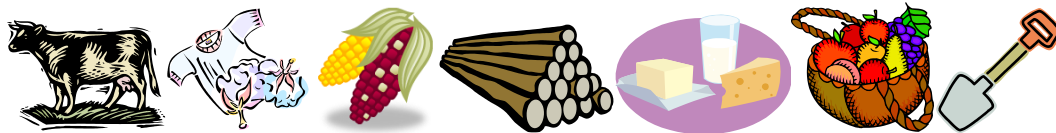
1. What does economy mean? _____

—

2. How did settlers in Utah try to meet their needs? _____

—

3. Name the communities established in southern Utah and what each's purpose was.



Settlers of Utah's "Dixie" Trading Game

- Each community must elect a mayor to represent them.
- The mayor is the only member of the community who can conduct the trades though the members of the community can advise him/her.
- Each group will start off with 16 points worth of cards with their community on it (Teachers assign a community to each group)
- Using a roll of the dice (or other method) to determine order from first to last, groups will conduct trades with other communities.
- During your turn you will trade 4 points of your resources for 4 points of resources from another community of your choosing.
- The mayor must respect the wishes of his/her community and gain their approval before making a trade.
- Each community should make trades to meet their needs, which are as follows:
 - Your community should have 4 points of building materials.



- Your community should have 4 points of clothing.
- Your community should have 2 different kinds of food (4 points total).
- There will be 4 total rounds of trade (reduce to 3 rounds to increase difficulty level).
- Complete the worksheet after you have finished trading.

Will Your Community Thrive Or Will It Struggle to Survive?

Community Name: _____

Mayor: _____

—

The People in your Community: _____

—

—

—

List ALL your Resources: _____

—

—

—

Does your community have the items it needs for building? _____

Pipe Spring National Monument



Does your community have clothing? _____

Does your community have enough foods for a diverse and healthy diet? _____

Will your community thrive or will it struggle for survival? Explain why. _____
